

**Kentucky Department of Education
District Application for School Improvement Funds (Section 1003g)
Turnaround Model (KY HB 176 Restaffing Model)
Cover Page**

District: Jefferson County Public Schools
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District Name	NCES ID #	Total Awarded
Jefferson County	210299000691	\$

School Name	NCES #	Intervention
Doss High School	210299000691	Turnaround Model
Fairdale High School	210299000651	Turnaround Model
Seneca High School	210299000667	Turnaround Model
Western High School	210299000677	Turnaround Model
Western Middle School	210200000785	Turnaround Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will-

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

[Handwritten Signature]

Superintendent Signature

8/4/17

Date

[Handwritten Signature]

Notary Public

Notary seal

01/27/2019

My commission expires

District Actions

If not all Priority Schools are served, identify the school(s) and explain why they will not be served and provide supporting documentation for the decision.

All Priority Schools will be served. These schools were given first priority by the Kentucky Department of Education (KDE) request for School Improvement Grant (SIG) proposals.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to School Improvement Grants (SIG) program schools, additional funding, and use of external resources.

KDE's District Diagnostic Review conducted in March 2016 indicated Jefferson County Public Schools has the capacity to manage school improvement efforts. The district has successfully guided three high schools out of priority status and has several others close to meeting exit criteria. The district diagnostic review noted the need for a "culture of differentiated support" for JCPS schools, particularly priority schools. To address this concern, the district established a Priority Schools Office to provide additional support to schools.

The Priority School Office:

- Ensures identified priority schools receive special emphasis, support, and attention as the district makes decisions and assigns resources to foster success;
- Responds to the differentiated needs of priority schools, coordinating services provided by district staff with the Assistant Superintendents for each priority school
- Regularly analyzes and reports priority school data to stakeholders (Superintendent, Chief Academic Officer, Assistant Superintendents, Board of Education, and the public);
- Helps schools and district leadership identify trends, inform decisions and design adjustments;
- Assures Principal perspectives inform the work through monthly meetings and site visits;
- Shares relevant research and maintains the focus on the "big rocks," which are most impactful to school improvement efforts;
- Works closely with KDE Education Recovery staff;
- Proactively works to prevent additional transformation zone schools from moving into priority status; and
- Emphasizes a focus on key core work processes that enable success on the identified Improvement Priorities associated with AdvancED Standards for

Quality.

The Priority School Office concentrates stakeholder attention on priority school concerns. For example, it prepared a Data Report for the Board of Education in February 2016, which noted weak student attendance trends for many priority schools. As a result, the Priority School Office coordinated efforts with principals, Pupil Personnel, and Academic Support Services to deliver interventions to improve attendance. A review of priority school teacher data, in the same report, led to the creation of an institute in the summer of 2016 to address teacher training, attendance, and retention needs. Created by experienced priority teachers for new priority school teachers, the summer institute offered an introduction to priority school settings and cultural proficiency. The institute also furnished classroom management, instructional best practices, using formative assessments and data, differentiating instruction and student engagement strategies.

In addition to the coordination provided by the Priority School Office, each priority school is part of a cluster of schools overseen by an Assistant Superintendent. The Achievement Area Assistant Superintendent and their Evaluation Transition Coordinator (ETC) work closely with KDE Education Recovery staff (particularly the Education Recovery Leader (ERL) and the Principal to think through key decisions. The Assistant Superintendent and ETC help trouble shoot barriers to implementation, connect priority school leaders and teachers with professional development opportunities, and furnish onsite coaching.

Priority Schools included in this application selected the Turnaround Model. All of the Turnaround components will be addressed in the schools' improvement plan: (1) effective principals (2) use of locally adopted turnaround competencies to review and select staff for school (3) select and implement an instructional model based on student needs (4) provide high quality job-embedded professional development (5) use of data to identify and implement an instructional program that is research-based and promotes the continuous use of student data (6) establish schedules and strategies that provide increased learning time for both students and teachers (7) provide social-emotional and community-oriented services and supports for students and families as appropriate (8) implement a new governance structure to allow for enhanced collaboration and clear oversight of work (9) provide operational flexibility and sustained support and ensure ongoing technical assistance and (10) establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Effective principals (Turnaround #1):

Most recent KDE Leadership Audits confirmed that all principals have the capacity to lead the school's turnaround efforts. Each principal is supported by an Assistant Superintendent and Evaluation Transition Coordinator (ETC) in planning, problem-solving, securing needed resources, and benchmarking progress for the school's Turnaround efforts. Hire dates for all principals are as follows:

School	Name	Placed as Principal at school	Hire Date
Doss High School	POLLIO, MARTIN A.	7/1/2015	8/5/1997
Fairdale High School	CORBIN, BRANDY B.	11/5/2016	8/3/2001
Iroquois High School	HOLBROOK, HERBERT C.	10/31/2015	1/17/2012
TT Knight Middle School	GIBBS, CATHERINE L.	4/28/2014	8/1/2011
Southern High School	HIBBARD, BRYCE K.	6/13/2011	8/14/1995
Seneca High School	MORALES, KIMBERLY N.	4/21/2014	8/3/2001
Thomas Jefferson	GREGORY, KIMBERLY M.	9/5/2008	8/10/1998
Western High School	NEWMAN, MICHAEL S.	7/16/2013	8/1/2006
Western Middle School	RICE, KYMBERLY M.	2/25/2013	2/25/2013
Academy @ Shawnee	BENBOE, VENITA M.	8/11/2015	9/9/1991

Use locally adopted turnaround competencies to review and select staff for school (Turnaround #2):

On May 10, 2010, the Jefferson County Board of Education approved the Kentucky Teacher Standards as the local standards used to screen and hire the faculty and staff at schools implementing the turnaround model. These standards measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. More recently, school leaders in priority schools are participating in the National Institute of School Leadership (NISL) to build capacity for sustainable improvements as part of the educator growth framework of PGES.

Select and implement an instructional model based on student needs

(Turnaround #3): Priority Schools use the Professional Learning Communities (PLC) model reinforcing effective practice in priority schools as outlined in the district's policy. This model requires collaborative groups of teachers to develop standards-based lessons, common assessments, examine student data and adjust the instructional program to meet individual student learning needs. This adaptive model will improve student achievement. Priority Schools' Instructional Leadership Team (Principal, Assistant Principal, Counselor, Goal Clarity Coach, Magnet Coordinator and ECE Consulting Teacher) will provide guidance and support to ensure PLCs are implemented with fidelity.

Providing high quality, job-embedded professional development (Turnaround #4):

Priority Schools has established a schedule that provides teachers with job embedded professional development aligned with the instructional program. Teachers have release time during the school day for extended planning and learning time for PLCs. The district's content specialists are available to consult with school leaders to help Goal Clarity Coaches and/or department heads create effective professional development to support student learning. More recently, a Goal Clarity Coach community was established to build capacity across all priority schools.

Implementing a research-based instructional program (Turnaround #5):

The district focuses instruction around the Professional Learning Communities framework (DuFour, 2004). The objectives for PLCs are:

- Plan collaboratively using established, professional learning community protocols;
- Plan instruction aligned to the standards with goal clarity;
- Develop and implement frequent formative assessments to guide and inform instruction;
- Develop and implement common assessments aligned to the standards;
- Analyze assessment data to determine students who have and have not yet reached proficiency;
- Develop interventions that provide additional time and support for students who have not yet mastered the standards;
- Develop extension and enrichment activities for students who have reached proficiency;
- Use assessment data to identify successful instructional practices that can be utilized by all PLC members to improve student achievement;
- Continuously monitor student progress and celebrate student successes.

Increasing learning time (Turnaround #6):

Currently, Priority Schools offers daytime extended school services. Students receive extra literacy instruction by a retired JCPS teacher two days per week. The Literacy Coach provides certified instructional support to facilitate small, focused groups to address the needs of Tier 2 and 3 students performing at the novice or apprentice levels. In addition, the school's Master Schedule has been adjusted, so students will participate in literacy and math interventions during four additional periods per week. The new Teacher PLC will meet after school twice monthly. All teachers will have additional after school time for collaborative learning along with extensive summer professional development opportunities.

Provide social-emotional and community-oriented services and supports for students and families as appropriate (Turnaround #7):

In 2016, the district established the Behavior Support Systems Department to train, coach, and support school staff to create positive school culture and climate that

improves teaching, and increases learning, therefore increasing student achievement in every building:

- All district level behavior supports and alternative schools now report to one Assistant Superintendent reporting directly to the Superintendent.
- Behavior supports include Positive Behavior Interventions and Supports (PBIS) and Restorative Practices training and coaching in schools.
- District is contracting with International Institute of Restorative Practices (IIRP) to provide training and support for district level employees and whole school training in Restorative Practices at schools over three years to enhance and align with our PBIS initiative.
- Eleven staff, an increase from six, are now working in the Behavior Supports Systems Department.
- The district has hired ten Behavior Support Resource Teachers to coach, train and support schools.
- Since 2014, the district has offered Youth Mental Health First Aid (YMHFA) Training to school staff.

Implement a new governance structure to allow for enhanced collaboration and clear oversight of work (Turnaround #8):

Western Middle School has not operated under the governance of an SBDM Council since the 2008 Scholastic Audit removed its authority.

Since that time, the school has operated under the advisement of an advisory council comprised of the principal, three teachers who were appointed by the commissioner of education and two parent members. The advisory council members operate much like an SBDM council with monthly meetings, minutes, agendas and are required to attend SBDM training annually.

Providing operational flexibility (Turnaround #9):

Priority schools have the ability to write a special budget to the district to request funding for programs that support improvement work at the school. These requests are carefully considered by the Superintendent and if found to be central to the work, they are funded. In addition, as a Priority School, Priority Schools is exempt from any requirements that mandate placement of voluntary or overstaffed employees until it is no longer identified as low achieving.

Priority Schools will be able to participate in the staff transfer process, but it will not be required to select any staff from the transfer list. Since Priority Schools is identified as a Priority School, it will receive its transfer list one week earlier than other schools (see section 33 of JCTA-JCPS agreement).

Establishing a system of data collection (Turnaround #10):

The district has a well- developed data collection system that supports school work. The system was developed by in-house programmers and, as such, is highly adaptive to school needs. JCPS has developed an assessment system that requires schools to participate in four district proficiencies centered on the core content areas. The results of these proficiencies are used by the school to analyze the instruction and make adjustments. Additionally, schools are required to use a diagnostic test. The district

provides a diagnostic test and schools have the option to use the provided assessment or to have PLCs create their own. The results of these assessments are stored in the district's data system, CASCADE. Schools can analyze the results of the district diagnostics and proficiencies in multiple formats, including data dashboards.

The district is also an active partner in KDE's Continuous Instructional Improvement System (CIITS) project. Teachers are creating formative assessments using the instructional management system. Each school's Comprehensive School Improvement Plan (CSIP) and the progress notes that accompany it are found on the ASSIST platform and all schools have experience using the tool to capture their work.

Starting in 2017-18, will be develop smaller learning communities in some Priority High Schools under the **Talent Development Academy (TDA) model** where instruction will support and align with student interests. We expect to see increases in attendance and student engagement with instruction and decreases in behavior incidents and retention.

All courses will include more hands-on activities, critical thinking experiences, and problem-based learning units to further engage students with content, research, and thinking processes appropriate for the discipline. Whenever possible, students will participate in interdisciplinary activities to further their understanding of how each content fits into their understanding and career planning. Core characteristics of TDA model:

- FRESHMAN ACADEMY
- TALENT DEVELOPMENT ACADEMIES
- ADVISOR/ADVISEE PROGRAM FOR PERSONALIZED LEARNING
- DATA DRIVEN
- PROJECT-BASED LEARNING & TEACHER EXTERNSHIP
- ACADEMY BUSINESS & INDUSTRY ADVISORY BOARD
- WORK BASED LEARNING & STUDENT LEADERSHIP

Beginning in the 2016-17 school year, to support the transition of high schools to the TDA model and improve instruction and learning, JCPS contracted with the Buck Institute to provide training and support in Project Based Learning (PBL). This work will continue over the next three years as these high schools transitions to integrate more PBL instruction across the curriculum:

- PBL makes school more engaging for students.
- PBL improves learning.
- PBL builds success skills for college, career, and life.
- PBL helps address standards
- PBL provides opportunities for students to use technology.
- PBL makes teaching more enjoyable and rewarding.
- PBL connects students and schools with communities and the real world.
- PBL promotes educational equity.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld. If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the school(s') intervention model to address the causes and contributing factors to low student achievement at each of the school(s).

Not applicable.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Title I funding is distributed to eligible schools to assist with implementing the turnaround model. The purpose is to provide opportunities to increase student achievement by utilizing effective instructional strategies based on scientific research that increase the amount and quality of learning time. Funding is targeted to provide an enriched and accelerated curriculum to meet the needs of historically underserved populations.

Some of the resources provided with Title I include math and language arts interventionists, response to intervention personnel, training from nationally known consultants for PLCs, college and career preparation, pupil services, mentoring, professional development, etc.

Title I provides funding for parent involvement activities to increase the school- family partnership that supports student achievement. Participation of parents and families is critical throughout a child's entire academic career, therefore training and materials are provided for parents to help improve their child's achievement level. Title I will continue to provide additional support and resources to ensure students are achieving at a high level.

The Youth Service Center is jointly funded by state district funds. This center is active and a huge support to the students and families. Because of the importance of this center, the district has made up the difference in the state funding knowing that the difference made was monumental.

The School Resource Officer (SRO) will be funded for the 2017-18 school year. The

SROs play a vital role in the school by building relationships with students and families.

The district has assigned a special education resource teacher to each of these schools. This teacher works with teachers to create instructional strategies designed to meet individual students' needs and to ensure that appropriate systems are in place to meet the needs of special education students and their families. This position is funded through federal IDEA funds.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention.

The achievement area assistant superintendents and evaluation transition coordinators will be working in schools and interacting with school leadership, in order for there will be a continuous feedback loop.

A more detailed description of district supports for the Turnaround Model are outlined on pages 5-7. Below is a list of district supports provided for priority schools:

- District reorganization aligned priority schools in K-12 regions with an area superintendent allowing for ongoing, consistent coaching support
- Evaluation Transition Coordinators assigned to regions providing individualized support for PGES implementation and coaching on school improvement
- ECE Consulting Teachers assigned to each priority school providing differentiated support regarding PBIS implementation, SRT development, utilization of district resources, and support to special education students and families, etc.
- Budget proposals submitted/allocated based on the individualized needs of each priority school
- Staffing considerations ensuring school decision-making regarding hiring of instructional staff
- Weekly meetings with cabinet, area assistant superintendents, academic leadership team, student support services assistant superintendent, curriculum instruction assistant superintendent, evaluation transition coordinators, and KDE ensuring ongoing communication regarding priority school needs and next steps
- Frequent priority school meetings facilitated by the district's Director of Priority Schools providing opportunities for shared practice, feedback regarding district supports, etc.
- Opportunities for Culture Competency Audits (facilitated by Roger Cleveland) and next step development
- PBIS training and opportunities for coaching support
- Access to curriculum maps, assessments, and aligned resources

- Extended Learning Programs providing targeted students with additional learning opportunities for priority schools who applied for this intervention through the district's Section 7 funding application.
- District dashboard access providing opportunities for data manipulation, item analysis, behavior data monitoring, etc.
- Goal Clarity Coaches selected by the schools and funded by the district to facilitate PLCs, coach teachers, co-teach, support progress monitoring, etc.
- Additional professional development/training opportunities focused on systems training, strategic planning, etc.
- A set of Goal Clarity Coaches specializing in particular content was assigned to individual schools. These experts are used across schools to support the work of PLCs.

Transformational Model – Permissible Activities

Districts are not required to address “permissible activities”. However, if a district includes permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

The Office of Priority Schools Manager coordinates communication to support the Priority Schools in any pre-implementation work and activities. Schools were notified of the opportunity to apply for SIG funding in April 2017. Representatives from the district Grants and Awards office were assigned to schools to provide technical assistance in completing the application process on an “as needed” basis. District personnel were also available to assist Priority Schools in gathering and organizing relevant data to support each individual school application. The Budget and Finance office reviewed all budgets to ensure accurate and appropriate alignment to MUNIS codes for the eventual processing of any monetary awards.

Area superintendents, Education Recovery staff, ETC's and additional district personnel provided critical feedback on all SIG applications aimed at supporting school-based decisions. Grant applications for each school were shared with the Site-Based Decision Making Councils at each location for feedback and revision.

Once award decisions are made and notifications received at the district and school level, the Title I office at the district will make the funds available to the schools per the requested and approved MUNIS codes. That office will provide technical support to schools as they begin to access funds in support of their individual activities. Each

school will create a series of 30/60/90 day plans to operationalize all aspects of their SIG award in terms of programming and personnel. These plans will be reviewed by the respective Area Superintendents and the Director of Priority Schools and monitored quarterly.

The district Academic Services Department is providing training for Priority Schools, including Stuart Academy, Olmsted North Academy, and Westport Middle School in Illustrative Math during July 2017 as a pre-implementation activity to strengthen mathematics instruction in these Priority Schools. There is no cost to the schools for this training.

All new teachers hired by these schools and/or teachers in these schools new to priority work will attend the Priority Teacher Institute, at no cost, on July 31, 2017 as well as the district New Teacher Institute from August 1, 2017 to August 4, 2017. These experiences are designed to provide support to new teachers prior to the start of the 2017-2018 school year. No SIG funds are required for these activities.

The district will participate in all activities sponsored by the Kentucky Department of Education related to Priority School work. Through the Priority Schools Office, the district has coordinated and directed support and resources through all areas of the district for Priority Schools. These are ongoing and funded through district and external sources.

Data Management Planning and Program Evaluation

Assistance with truancy prevention, student mobility, annual audits, grants and accountability reviews.

Diversity, Equity and Poverty

Competency, Awareness, and Responsiveness to Diverse Students (CARDS) professional development program and Equity Institute focusing on Males of Color.

Academic Services

Professional Development with Content Specialists and District Goal Clarity Coaches; mental health counselors, ECE and ESL services.

Communications

Perfect Attendance Incentive and Social Media Ambassadors program.

Human Resources

Priority schools may receive transfer list one week prior to other schools from which to select new staff. Priority schools not required to select new staff from the transfer list as other schools are required to do.

Finance

Funds for extended learning provided. Holding priority schools harmless during the budgeting process.

Other key supports:

- Priority Teacher Institute
- Designed by priority teachers for new priority teachers. July 28 & 29, Booster Session Nov 7. Numerous breakout opportunities: Cultural Proficiency, Assessment Strategies, Engagement Strategies, Classroom Rituals and Routines, Networking Opportunities
- Priority Coaches Community
- Goal clarity coaches review and create new personal action plans with peer support from the PCC and are introduced to new coaching ideas. Next meeting Dec 13.
- National Institute for School Leadership (NISL)
- Administrators and teacher leaders train in effective and student-centered instructional leadership. Sessions ongoing throughout year.
- Response to Intervention Administrators, goal clarity coaches, and teacher leaders train on the premise to provide timely, targeted, systematic support early, rather than delayed help.
- Monthly Principal's Meeting - Multiple breakout sessions throughout the year. Latest work session Nov 10. Principals participated in a guided discussion around recent accountability results. Ideas, resources, best practices, and feedback shared within the groups.
- Novice Reduction Training for ALL schools in JCPS (October).

School Application

District: Jefferson County
School: Western Middle School

Please Note: You may only type in the gray areas.

Commitment to Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

Western Middle for the Art's (Western Middle) reading scores are of concern for all gap groups. African-American students showed a discrepancy in achievement with only 39.9% of 6th grade students scoring proficient, as opposed to 54.3% of the population as a whole.

Seventh grade African-American students scored 36.1% proficient, as opposed to the 50.8% of the seventh grade population. Sixth grade English Language Learners must also be a focus as only 8.3% of those students in 6th grade, 0% of 7th grade and 9.1% of 8th grade scored proficient.

Language mechanics is a concern for all gap groups, with only 31.9% of all 6th grade students scoring proficient. Our greatest concern in language mechanics are our English Language Learners (ELL) and students with disabilities (ECE) with 0% of the ELL students and 16.7% of ECE students scoring proficient.

On-Demand writing scores demonstrate a great disparity between the male and female students in both 6th and 8th grade. Sixth grade female students scored 43.8% proficient, with only 21.9% of the male population scoring proficient. eighth grade female students scored 45.5% proficient, with 13.5% of our males scoring proficient. English Language Learners scored 8.3% and 9.1% proficient in 6th and 8th grades respectively.

Mathematics is also an area that requires continued focus and attention. Our sixth grade students scored 48.6% proficient for the population as a whole. ECE students scored 8.3% percent proficient in 6th and 10% in 8th grade, with our ELL population scoring 0% proficient in 6th and 7th grade, and 9.1% proficient in 8th grade.

There is a significant discrepancy between white and African-American students in all grades. In 6th grade, 71.2% of the white population were proficient, but only 48.6 percent of the African-American students. In seventh grade only 16.5% of African-American students were proficient as opposed to 63.3% white students. In 8th grade the gap remains significant with 39.1% of the African-Americans scoring proficient compared to 64.2% of the white population.

Literacy Data - 2015-2016 Kentucky Performance Reading for Educational Progress (K-PREP)

Grade	%Novice	% Apprentice	% Proficient	% Distinguished
6th Grade Reading	23	25.7	39.4	12
Gap Group	%Novice	% Apprentice	% Proficient	% Distinguished
All Students	26.3	27.9	36.6	9.1
Male	29.7	25	43.8	1.6
Female	19.2	22.6	47.9	10.3
White (non-Hispanic)	4.5	12.1	66.7	16.7
African American	30.3	30.3	35.2	4.1
Hispanic	33.3	16.7	50	0
Free/Reduced Lunch	26.8	25.6	41.7	6.0
Disability with an IEP	50	33.3	16.7	0
Non-duplicated gap group	25.5	26.1	42.9	5.4
Grade	%Novice	% Apprentice	% Proficient	% Distinguished
7th Grade Reading	23.8	24.9	37	14.4
Gap Group	%Novice	% Apprentice	% Proficient	% Distinguished
All Students	26.6	27.8	33.5	12
Male	32.3	25.8	38.7	3.2
Female	19.7	24.8	35	20.5
White (non-Hispanic)	2	22.4	53.1	22.4
African American	35.1	28.9	25.8	10.3
Hispanic	28.6	23.8	33.3	14.3
Free/Reduced Lunch	27.4	29.6	31.1	11.9
Disability with an IEP				
Non-duplicated gap group	26.9	28.2	32.7	12.2
Grade	%Novice	% Apprentice	% Proficient	% Distinguished
8th Grade Reading	22.6	29.4	33.3	14.7
Gap Group	%Novice	% Apprentice	% Proficient	% Distinguished
All Students	26.5	30.5	32.5	10.6

Grade	%Novice	% Apprentice	% Proficient	% Distinguished
Male	36.5	32.7	25.0	5.8
Female	14	28.9	38	19
White (non-Hispanic)	11.3	24.5	32.1	32.1
African American	23.9	32.6	37	6.5
Hispanic	42.1	36.8	15.8	5.3
Disability with an IEP	40	20	40	0
Non-duplicated gap group	24.5	31.3	33.3	10.9
Grade	%Novice	% Apprentice	% Proficient	% Distinguished
On-Demand Writing - 6th grade	24.6	38.4	35.5	1.4
Gap Group	%Novice	% Apprentice	% Proficient	% Distinguished
All Students	27.6	41.1	30.8	0.5
Male	37.5	40.6	21.9	0
Female	18.5	37.7	41.8	2.1
White (non-Hispanic)	9.1	42.4	45.5	0
African American	30.3	39.3	29.5	0.8
Hispanic	41.7	25	33.3	0
Free/Reduced Lunch	28	39.9	31.5	0.6
Disability with an IEP	58.3	33.3	8.3	0
Non-duplicated gap group	27.2	41.3	31	0.5
Grade	% Novice	% Apprentice	% Proficient	% Distinguished
On-Demand Writing - 8th grade	16.9	48	28.8	6.2
Gap Group	%Novice	% Apprentice	% Proficient	% Distinguished
All Students	19.2	50.3	25.2	5.3
Male	28.8	57.7	11.5	1.9
Female	10.7	43.8	37.2	8.3
White (non-Hispanic)	9.4	39.6	39.6	11.3
African American	17.4	51.1	27.2	4.3
Hispanic	36.8	47.4	10.5	5.3
Free/Reduced Lunch	20.6	48.4	26.2	4.8
Disability with an IEP	30	60	10	0

District Reading Proficiency Assessment Results for the 2015-2016 school year

Grade Level	Proficiency Assessment Goal	Proficiency 1 Actual	Proficiency 2 Actual	Proficiency 3 Actual
Reading Grade 6	59%	65%	46%	48%
Reading Grade 7	56%	55%	28%	30%
Reading Grade 8	56%	54%	45%	36%

Math Data - 2015-2016 Kentucky Performance Rating for Educational Progress (K-PREP)

Grade	%Novice	% Apprentice	% Proficient	% Distinguished
6th Grade Math	13.7	37.9	40.3	8.1
Gap Group	%Novice	% Apprentice	% Proficient	% Distinguished
All Students	15.7	40.5	36.8	7
Male	18.8	32.8	46.9	1.6
Female	11.6	39.7	37.7	11
White (non-Hispanic)	1.5	27.3	57.6	13.6
African American	20.5	39.3	33.6	6.6
Hispanic	8.3	75	16.7	0
Free/Reduced Lunch	16.1	39.9	38.1	6
Disability with an IEP	33.3	58.3	8.3	0
Non-duplicated gap group	15.8	40.2	37	7.1
Grade	%Novice	% Apprentice	% Proficient	% Distinguished
7th Grade Math	17.7	48.1	29.3	5
Gap Group	%Novice	% Apprentice	% Proficient	% Distinguished
All Students	20.3	51.9	24.7	3.2
Male	22.6	53.2	22.6	1.6
Female	15.4	45.3	32.5	6.8
White (non-Hispanic)	2	34.7	53.1	10.2
African American	24.7	58.8	15.5	1
Hispanic	19	42.9	28.6	9.5
Free/Reduced Lunch	21.5	48.9	26.7	3
Disability with an IEP				

Grade	%Novice	% Apprentice	% Proficient	% Distinguished
Non-duplicated gap group	20.5	51.9	24.4	3.2
Grade	%Novice	% Apprentice	% Proficient	%Distinguished
8th Grade Math	14.7	41.2	37.3	6.8
Gap Group	%Novice	% Apprentice	% Proficient	% Distinguished
All Students	17.2	42.4	37.1	3.3
Male	25	46.2	25	3.8
Female	9.1	38.8	43.8	8.3
White (non-Hispanic)	7.5	28.3	43.4	20.8
African American	17.4	43.5	38	1.1
Hispanic	21.1	63.2	15.8	0
Free/Reduced Lunch	16.7	44.4	34.9	4
Disability with an IEP	20	70	10	0

District Math Proficiency Assessments Results for the 2015-2016 school year

Grade Level	Proficiency Assessment Goal	Proficiency 1 Actual	Proficiency 2 Actual	Proficiency 3 Actual
Math Grade 6	53%	17%	5%	30%
Math Grade 7	39%	25%	9%	13%
Math Grade 8	52%	6%	30%	32%

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, and suspension and retention rates. Address dropout and graduation rates, if applicable.

Student Behavior

Total # of Students	613				
Total # of Behavior Referrals	Goal	Oct	Dec	Mar	June
Grade: 6th		38	20	68	
Grade: 7th		17	21	46	
Grade: 8th		1	6	36	
Total		22	47		
Total # of In-School Suspensions	Goal	Oct	Dec	Mar	June
Grade: 6th		16	14	17	
Grade: 7th		10	9	21	
Grade: 8th		0	6	14	
Total			29		
Total # of Out-of-School Suspensions	Goal	Oct	Dec	Mar	June
Grade: 6th		5	3	10	
Grade: 7th		0	3	6	
Grade: 8th		0	0	1	
Total		5	6	17	

Attendance

% of Students Present at School	Goal (% Present)	Oct (% Present)	Dec (% Present)	Mar (% Present)	June (% Present)
Grade: 6th		95.3	94.8	94.8	
Grade: 7th		94.3	95.6	95.3	
Grade: 8th		95.6	95	94.6	
Total			95.2		
% of Teachers Present at School	Goal (% Present)	Oct (% Present)	Dec (% Present)	Mar (% Present)	June (% Present)
	96	93.6	95.2	94.1	

Western Middle School has been recognized by the Kentucky PBIS network as a school that implements Positive Behavioral Intervention and Supports with fidelity. Because of this, we have seen a decline in our student behavioral referrals that would result in out of school suspensions. All students and staff are a part of the training that involves guidelines for behavior in the hallways and in classrooms. Students are recognized for exhibiting positive behavior. This recognition takes the form of their names being read over the announcements, presentations that run during the school day on the television screens located throughout the school building, positive notes that are mailed home and other teacher designated awards. The grade level with the highest daily average attendance are recognized over the afternoon announcements and are dismissed to load the buses before the other grade levels. The characteristics of positive behavior are stated daily during the morning announcements. There are also posters regarding this positive behavior posted in all common areas of the building.

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

Based on our academic and non-cognitive data, we have identified the following causes and contributing factors to low student achievement and performance gaps in literacy and math:

- Immersion of a variety of cultures into student population – Western Middle’s student population is comprised mostly of 70% students who make application to the school for enrollment. Approximately 15% are ELL students who often have deficits in Reading upon entering our school due to the language barrier. In addition, Western Middle is assigned an ECE population of students.
- Some students do not feel as confident in doing the work due to additional barriers they may have previously experienced in learning.
- Limited student engagement in some classrooms – teachers are working to

ensure that all students remain actively engaged in the learning. This is based on an analysis of walkthrough data and informal walkthroughs.

Teachers will complete more individualized training and coaching in literacy and mathematics. Although teachers have participated in a variety of professional development opportunities, the follow up from these trainings will be more focused and intentional based on the identified needs of each teacher.

We will work to use assessment data more to inform and drive instruction. Teachers meet weekly in PLC, however, more emphasis on the “how we will know they have learned it, and what are we going to do when they haven’t learned it”, will be even more beneficial to teachers in planning effective classroom instruction

Summarize the most recent Diagnostic Review results. Based on the audit, identify the literacy and math resources and related supports that are needed to improve student achievement.

Western Middle completed a diagnostic review team audit November 15, 2015 – November 18, 2015. Pursuant to KRS 160.346, the diagnostic review team examined extensive evidence and arrived at the following recommendations: The principal does have the ability to lead the intervention and remains as the principal of Western Middle school to continue the roles and responsibilities established in KRS 160.345. The diagnostic review team identified the following as improvement priorities:

- Develop, implement, and monitor systematic mentoring, coaching and induction programs for all staff that are consistent with the school’s value and beliefs about teaching, learning and the conditions that support learning.
- Identify, implement and monitor for effectiveness a systematic process whereby faculty, staff and school leaders analyze and use findings from a variety of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organization conditions. As well as provide ongoing training and support for professional and support staff in the evaluation, interpretation, and use of data, and require that data are used to inform decisions that results in improved student learning and increase organizational effectiveness
- Identify, systematically implement and monitor instructional strategies that clearly inform students of learning expectations and standards of performance, consistently and deliberately require students to apply knowledge and skills, engage in student collaboration, self-reflection and learning activities that develop critical thinking skills, and provide differentiation to address individual learning needs of students.
- Review and evaluate the current status of Professional learning communities; implement and monitor a plan to ensure that teacher collaboration results in improved professional practices and increased student learning.
- Develop, implement, and evaluate the effectiveness of a systematic and inclusive process to review, revise and communicate the school’s purpose and direction for student success.

- Review and evaluate the effectiveness of existing supervision and evaluation procedures.
- Identify and implement strategies to ensure that the process results in improved professional practices and student success.

Because most of this work geared toward increased student achievement involves intensive work within the classroom, instruction and assessment, Western Middle utilizes Corrective Reading, Study Island, SRA and GoMath for identified students to address the performance gaps in literacy and math for all students. Teachers are provided with additional support and training with these resources through literacy and math instructional support personnel (resource teachers).

Describe why this intervention model was selected to meet the improvement needs of the school.

In 2009, Western Middle School was identified as one of the lowest performing schools in the state of Kentucky. Western Middle transitioned to a districtwide visual and performing arts middle school magnet for the 2009-10 school year. Students make application for acceptance in one of the following art forms: Band, Choir, Orchestra, Drama, and Art. The JCPS board of education and a design team begin the implementation of this model. The charge being that Western would house a program that would interface with Lincoln Elementary Performing Arts School and be similar to another middle school in the county that offered the same program and had experienced success with this model.

Western Middle as a performing arts magnet requires students apply for admissions with the following guidelines: a required 2.5 GPA, recommendations from a classroom and arts teacher, good attendance, and an identified visual or performing arts as a major Jefferson County Public schools as part of the turnaround initiative in 2009. Western Middle has increased student achievement and growth and now ranks in the 53rd percentile of the state as a high progress school. This increase can be attributed to many initiatives undertaken with the guidance of a state recovery team, new leadership, embedded professional development, improved culture, and a new teaching staff.

The mission at Western Middle is to provide students opportunities to create, perform and interact with the arts while ensuring that students receive a rigorous education in a safe learning environment. Students are offered daily opportunities to hone their craft in the arts they selected as a major as well as opportunities to practice the other art forms as an enrichment. Our teachers are committed to providing an instructional environment with high expectations and standards. They attended daily embedded professional development on instructional strategies, formative/summative assessments and other areas focused on leveraging change in instruction toward increased student achievement. The professional learning community is a strategy employed for teachers to discuss and plan activities, lessons, and assessments that will improve student achievement. Western Middle School also operates under the mantra of being Performers each and every day, meaning positive attitudes, excellent effort, respect, focused learning, ownership of behavior, responsibility and motivation. These

characteristics are the focus of every instructional and students are expected to follow these guidelines we perform, have excellent effort, focused learning, ownership of behavior, responsibility and motivation.

The school has shown great academic growth. Since 2012, we have experienced a 21 point gain in Reading, an 18 point gain in Math and a 43 point gain in Social Studies. Our gap area still continues to be in the areas of Reading and Math, but test data shows we have made great strides in closing the gap. Our growth area shows steady improvement with a gain of about three points since 2012. The school's enrollment continues to grow with an average daily attendance of about 96%. Western Middle has also met it's AMO for the past two year with a most recent score of 51. Western Middle experienced a slight change in it's demographics with the closing of a middle school in the district. These students have been enrolled in Western Middle School. Over the next three years, Western Middle will strive to achieve its high progress status and maintain meeting the AMO goal each year. Western will also work to maintain a low suspension rate to ensure no loss of instructional time to any student

Turnaround Model (KY HB 176 Restaffing Model)

Please Note: You may only type in the gray areas.

Will the principal be replaced? (A principal hired in the last two years as part of an intervention plan does not have to be replaced). Documentation must be submitted verifying the hire date for both a newly hired and retained principal.

The principal of Western Middle School, Kymberly Rice, was hired in February 2013 to lead the school in its reform efforts after it was identified as a priority school in the 2009-2010 school year. The most recent leadership assessment results from November 2014 found that the principal does have the ability to lead the intervention (as established in KRS 160.345). Documentation attached.

Describe the operational flexibility (e.g., staffing, calendars/time, and budgeting) the principal will have throughout the implementation of this plan to substantially improve student achievement in literacy and math.

Priority schools have the ability to write a special budget request to the district to request funding for a program that will support the work at the school. These requests are carefully considered by the superintendent and funded if found to be central to the work. The district works to fund programs that priority schools have identified as a need. For example, Western Middle School participated in an extended learning program to support student learning. Students are provided a third meal and transportation. This opportunity has provided students another means to learn English/language arts and math standards they have not yet mastered.

The district, through the assistant superintendent, has provided resources for immediate school needs. The school's assistant superintendent will also serve as a liaison between the principal and district directors to promote flexibility in securing services and resources. The principal will have additional flexibility to hire staff, to develop a calendar for securing the services and resources, and for developing the budget. Language from the teacher contract states:

Any school identified as a Priority School under KRS 160.346 b the Kentucky Department of Education will be exempt from any requirements in this Agreement that mandate placement of voluntary or overstaffed employees until the school is no longer identified as low achieving.

Any such school shall participate in the transfer process but will not be required to select any staff from the transfer list. Priority Schools may receive their transfer list one week earlier than other schools. In an effort to recruit, retain, and develop highly effective teachers in incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement, and/or paid professional development opportunities that pertain to challenges within Priority Schools. The Parties agree that pursuant to state law, the provisions of this collective bargaining agreement shall not supersede the statutory requirements for Priority Schools.

Explain the process used to measure the effectiveness of staff to determine those that will be retained. (Must rehire no more than 50% of staff, select new staff)

On May 3, 2016 Jefferson County Public Schools approved the Certified Evaluation plan, the Teacher Professional Growth and Effectiveness System (TPGES) based on the four domains of the Charlotte Danielson framework. The domains include:

1. Planning and preparation
2. Classroom environment
3. Instruction
4. Professional development

The Framework for Teaching provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. (Framework for Teaching, Danielson, 2014)

Identify the strategies in place (e.g., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Under the current teacher contract, as an enticement for teachers to transfer to a Priority School, the Employer and the Association agree to work in cooperation to provide incentives that could possibly include but are not limited to, National Board Certification, Graduate degree completion, continuing education tuition reimbursement,

and/or paid professional development opportunities that pertain to challenges within Priority Schools.

Teachers are rewarded through multiple opportunities within the building. The staff has had the opportunity to work in after school programs during the current school year (Extended day, ESS). Not only were staff pleased to have the additional time to meet individual students' learning needs; they were also paid to work this additional time. There are also multiple opportunities for staff to be leaders in the school and in the district. In many cases, teachers who are not meeting the needs of students are also helped to find more appropriate placements.

Human Resources Department works closely with priority schools to provide them top-quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although there are many quality teachers on the list and schools have access to them, they are not required to take those teachers.

Describe the on-going, job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

Western Middle School content teachers will have embedded professional development weekly that focuses on topics directly related to increasing student achievement, i.e. instruction, assessment, data analysis and positive behavior intervention supports. At least three times during the week, teachers will meet within their PLC teams/content to plan assessments, analyze data and review/revise lesson plans based on this data. Teachers also meet weekly with principal to discuss strategies focused on differentiation, data analysis, and other topics determined as a need through informal surveys, principal observations, and data review. Resource teachers in Literacy and Math also work collaboratively with teachers providing support through coaching, modeling, and individual feedback conferencing

Identify the new governance structure (e.g., hire turnaround leader, contract with a management company, SBDM Council loses authority) in place and explain why it was selected.

Western Middle School has not operated under the governance of an SBDM Council since the 2008 Scholastic Audit removed its authority. Since that time, the school has operated under the advisement of an advisory council comprised of the principal, three teachers who were appointed by the commissioner of education and two parent members. The advisory council members operate much like an SBDM council with monthly meetings, minutes, agendas and are required to attend SBDM training annually.

Describe the research based literacy and math program that will address the previously identified causes and contributing factors to low student achievement. Explain how both programs are vertically aligned by grade and to state academic standards.

Western Middle School will utilize the Scholastic Reading Inventory to assess students in reading three times a year. Students have a class in addition to the core language arts class twice a week to enhance reading through the SRA program. The SRA reading laboratory will assist teachers in enhancing comprehension, vocabulary fluency and word analysis. This program will also provide teachers with tools to customize and make informed instructional decisions. Students also have an additional math enrichment class where students utilize the Study Island program to increase their math skills. Both programs are aligned to state and grade level standards. GoMath will be the core program for all math classes the upcoming year. GoMath engages students in mathematics through writing to learn, vocabulary, scaffolding, metacognition and the use of graphic organizers and is aligned to common core state standards.

Reading Street, a K-6th grade-reading program designed to meet the needs of our students requiring reading intervention will be purchased with allocated funds. Reading Street provides ethnically diverse text, which teach Common Core standards with increased text complexity, rigor, opportunities to practice writing in the three genres, and imbedded performance assessments. Many of our students come into middle school reading at a below basic level. All students have access to the core curriculum for the content areas, but these students need additional intensive instruction in reading. At the current time, we have no program that meets the needs of this population

A key component of our reading program is McGraw Hills reading laboratory, which is a research, based leveled approach to reading instruction that allows teachers to meet individual needs of students while building independent reading skills, fluency, and confidence. The reading levels gradually increase in complexity and selections gradually increase in word count to keep students challenged as they progress through the program. The program is designed to develop comprehension, vocabulary, fluency, word analysis and study skills. Because the program is leveled to meet the individual needs of students the program allows students that need remediation to build their skills, while allowing students to advance to more rigorous materials that exceed their current grade level. All students are provided additional time in the master schedule to re-enforce their mathematics skills. During this extended time, students utilize Edmentum's Study Island program, which is an online research based program that provides interactive lesson and activities. The program provides students with individualized learning with content that is designed to reinforce learning with technology-enhanced items that promote higher order thinking and inquiry.

All lessons are based on Kentucky standards and is specifically designed to help middle school students master the content outlined in the Kentucky Core Academic Standards. The program is designed to provide instant feedback and built-in remediation to ensure differentiated and targeted support. We require all students to participate in the mathematics program, however this year many language arts teachers introduced

students to the language arts mechanics and reading modules. Students receive Blue Ribbons as they demonstrate proficiency on standards. Both teachers and students are provided weekly feedback to help monitor student's progress towards meeting standards.

This year an additional component was added to the mathematics program. We began implementation of the Houghton Mifflin Harcourt GoMath. This is a research based textbook that is designed to provide students with numerous opportunities to think about their thinking and learning while solving problems and making sense of mathematical concepts. Throughout, students are asked to respond to prompts that ask them to engage in the following types of planning, monitoring and reflecting. This textbook will be used to provide supplemental materials during mathematics instruction.

GoMath is incorporates five major research strands, which underpin mathematic success: writing to learn, vocabulary, scaffolding, metacognition and graphic organizers. The funding from this grant will not only allow us to have a student edition per child, but also provide much-needed teacher training for implementation of the program. Funds are also requested for follow-up in-class coaching, once per month the first year, reducing the visits to once a quarter for year two and three to build capacity within our mathematics staff.

Describe the plan for the continuous use of student data (e.g., formative, interim, summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of school wide response to intervention.

Principal, Goal Clarity Coach, Resource teachers and teachers and classroom teachers monitor student data in all content areas to track their progress toward proficiency goals. These "tracking" meetings occur at least twice weekly as a part of the school master schedule. The principal will hold principal data conferences with teachers to discuss the data from formative and summative assessments and then work with the teachers on next steps to increase student achievement. Teachers will also meet weekly within their PLC content area group to create common formative assessments based off non-mastery of selected standards and learning targets. Students will be identified and then participate in additional learning opportunities through course-recovery modules and other intervention programs, such as SRA Reading Study Island and GoMath. In addition, individual students are identified as part of the school's content-area focused reviews. Based upon the student data analysis in these reviews, teachers re-teach the specific areas where students have not mastered standards. Content area teachers meet with these students one day per week to provide additional instruction on these standards. Students who have not mastered grade level standards have the opportunity to attend the extended day program, in which they have an additional two hours to develop skills in math and language arts.

Describe the schedules and strategies implemented to increase learning time (e.g., enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

A master schedule has been developed that includes thirty minutes of increased learning time four days a week in reading and math based on the individual needs of students. Students are grouped and regrouped throughout the year based on a review of individual data. This master schedule also provides time for teachers to have collaborative, embedded professional development time each week. Our ELL teachers provide language arts instruction to ELL students in a small group environment. The master schedule contains a rotation of the core academics each six weeks to provide all students an opportunity to experience their core classes at different times during the school day.

Students at Western Middle School have two opportunities to participate in Extended Learning activities during the year. Western Middle offers Extended Day once a week to identified students who score below proficiency on KPREP or other assessments as well as Extended School for standards mastery. The schedule also provides time for teachers to meet daily in PLC content pairs for the purpose of reviewing assessments, analyzing data, and lesson planning.

Identify appropriate social-emotional and community-oriented services provided for students and explain how they will reduce barriers to learning.

Western Middle School Youth Service Center's primary focus is to provide students and families with a variety of services from basic needs to developmentally appropriate activities. One such program is Peer Mediation where students are empowered to resolve conflicts with their peers by their peers. Our female students have the opportunity to participate in programs such as Girl Power and Just between Teens (JBT). JBT is a mentoring program that helps students identify and make healthy life choices. The program provides students the opportunity to discuss high-pressure issues or problems they may be experiencing at home, school or community. Our male students will participate in the program Building Solid Stones where they address issues such as character development, goal setting and anger management. Western Middle School also collaborates with Seven Counties Services to provide services to address the mental health needs of our students and families. We have an onsite therapist weekly who works with students on coping skills and offer suggestions on how students can be successful in classroom settings.

In addition to these programs, Western has a Mentor and Mentee (M&M) program in which teachers and staff meet weekly with a small group of students to discuss issues such as goal setting and relationship building. The main purpose of M&M's is for students to have an adult in the building with whom they have a trust relationship, aside from the academic realm.

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Turnaround Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe

the following. Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.

1. What is the element to be modified?
2. How will the element be modified?
3. How does this modification continue to meet the intent of the originally required element?

N/A

Districts are not required to address “permissible activities”. However, if a district includes permissible activities it may do so in the spaces below.

Turnaround Model (KY HB 176 Restaffing Model)

Permissible Activities: Please Note: You may only type in the gray areas.

Describe the new school model (e.g., themed, dual language academy, etc.) being implemented and how it will improve student achievement.

Western Middle re-staffed the school with teachers who are fully committed to the PLC process, job-embedded professional development, implementation of PBIS (Positive Behavior Intervention Support), and teaching, learning, and assessing according to the Common Core Standards. Department PLCs and grade level PLC's are designed so that teachers can examine student data and alter instruction according to the needs of the students. Ongoing job embedded professional development will continue to be implemented at regular intervals to continue to keep teachers abreast of strategies to assist their students' educational growth. Student data will be used to monitor progress through regularly scheduled PL's and then ongoing interventions will be implemented for student success. School leaders will regularly monitor progress, give feedback as defined in the TPGES system, and participate in collaborative conversations to improve instructional practice. Western Middle School in 2009 became a district wide magnet for the performing arts. Students are able to apply for acceptance in band, orchestra, choir, art, drama and dance. Based on admission criteria, students are selected to attend Western Middle ESL and resides students are assigned to attend Western by the district.

Explain how the district plans to ensure the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of teacher seniority.

The human resources department works closely with priority schools to provide them top- quality teaching staff when there is a vacancy. These schools are exempted from the rules of the teachers' union contract around hiring off of the transfer list. Although

there are many quality teachers on the list and schools have access to them, they are not required to take those teachers.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The Office of Curriculum Instruction has a department led by the assistant superintendent of curriculum and instruction and staffed with a director and content specialists. This department provides curriculum maps, both diagnostic and proficiency assessments and specialists who work closely with schools and/or departments around effective delivery of content to produce higher student achievement. There are additional content specialist to support academic areas other than the core: music, art, and practical living. Additional support by content specialists and resource teachers will include strategies and support for school based Response to Interventions (RTI) in our priority schools.

District personnel, including the area assistant superintendent's office and other middle school principals regularly conduct instructional rounds to monitor implementation of classroom curriculum to ensure alignment with pacing maps and KCAS. Results of these instructional rounds are discussed and then shared with principal for work with next steps. The principal also meets regularly with this same cohort to discuss and monitor assessment results on district proficiencies as an indicator of curriculum implementation with fidelity.

The principal in conjunction with the assistant principals and resource team personnel also conduct weekly walkthroughs of assigned classrooms. The tools used to gather data on these walkthroughs can be, but are not limited to, E-walk, school created walkthrough forms, 3-2-1 forms, and other informal walkthrough tools. Data from these walkthroughs is then used to inform teachers of appropriate classroom instructional practices and provides opportunity to have dialogue with teachers on areas for growth.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

Each priority school has assigned a full time special education consulting teacher. Duties include building school capacity in the following areas:

- Implement research based practices to close the achievement gap in reading, writing and math for students with significant underachievement;
- Implement research based practices in teaching grade level content standards for students with significant underachievement;
- Deconstruct content standards for student with significant academic and cognitive deficits;
- Teach social skills for students with behavioral deficits
- Teach organization, problem solving and decision making for students with executive functioning deficits
- Work with teachers in planning and executing co-taught classes;

- Develop and monitor Individual Education Programs, Functional Behavioral Assessments, and Behavior Intervention Plans;
- Collaborate with school-based ECE teachers to ensure that students are placed in their least restrictive environment; and
- Design and implement data collection systems as a basis for instruction.
- Priority schools participate in the Positive Behavior Intervention and Support training, a three- to five-year training program to create multi-tiered system of proactive supports within a school. School supporters include a school based PBIS team and an external district level coach.
- At Western Middle School limited English proficient students (LEP) enrolled in the English as a Second Language (ESL) program receive English language development instruction daily in a separate class, taught by a teacher with ESL certification. These ESL classes focus on teaching LEP students' academic English and literacy as well as collaborate to provide support in other content areas

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

Western Middle School teachers will have extended opportunities for professional develop and other resource support to learn how to effectively differentiate instructional strategies for all students. Teachers will integrate the arts curriculum in all core classes to provide students opportunities to make interdisciplinary connections that will lead to higher order, complex thinking. Western Middle has revised its magnet application process in which students are more closely screened for acceptance based on test scores, high attendance, and grade point average. Students who are part of the advanced program receive special consideration when applying for admission. Those students not a part of the advanced program are identified by counselors and teachers and are screened mid-year for placement into the advance program and advance classes for the following school year.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Western Middle Schools students work through the completion of their individual learning plans (ILP) with the counselors. Several high schools visit the 8th grade students to discuss their programs and to recruit for the upcoming school year. The Youth Service Center hosts a career fair each year inviting individuals from the community to discuss their careers with the eighth grade class. In addition, Western Middle has a collaborative process with high schools in which students are able to shadow and work with their identified school before obtaining admission. Students also work with identified high schools in the area of the arts on many collaborative ventures. Western Middle also is involved with a collaborative venture with YPAS and Lincoln to share in opportunities that will increase arts education for all students. Western Middle as well provides transition opportunities for incoming students through its summer

PERFORM camp in which students are given the time to interact with peers from the different schools, tour the school building, and meet and interact with teachers in the performing arts classrooms.

Identify the strategies in place to increase graduation rates.

The district has several systems in place to identify and support students considered at-risk of dropping out. These include:

- Student Response Teams (SRT) – This team is composed of counselors and specialists that come work with the school when there is a student that is struggling and the school needs additional resources.
- Louisville Linked – This evolving system is in place to match students with needs to the appropriate community agency that can meet that need.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

Western Middle School currently has a functioning PTSA organization with over 365 members, including faculty and staff. The PTSA is highly visible to all staff and students on a daily basis. They plan many of our student activities as well as supporting teachers in classroom endeavors. At each end of the year award ceremony, the PTSA presented various awards to students, staff, and parents who have shown a commitment to student achievement at Western Middle School. Western Middle also has many collaborative endeavors with a variety of community organizations: Kentucky Center for the Arts, Fund for the Arts, KMAC, Louisville Dance Alliance and Stage One Family Theatre. Our partnership with these individuals have been important in helping to create a safe working environment backstage for all students and teaching backstage safety and working on a technical theatre team program. Western also partners with a variety of local guest artists from the community who come in weekly to work with students in small group instruction with their instruments. Our visual art department has partnership with the following organizations: Louisville visual art association to host children's fine art classes, local artist residencies and installation projects (Blue Man Group and the Little Mermaid the Musical), Kentucky Museum of Arts and Crafts (workshops and local artist residencies), Kentucky Center for the Arts (sculptural installation workshops) Portland Museum (artist workshops), Scholastic Art and Writing (national resource and competitions), as well as partnerships with 21C and the JB Speed museum. These, along with many of our other partnerships, help engage students in real world arts experiences. They also provide our students with mental and physical well-being opportunities through cognitive development activities and participation in problem solving

Identify the strategies implemented to improve school climate and discipline and explain how this will improve student achievement.

Western Middle School has adopted a behavior management system in which students are rewarded for exhibiting the following qualities: Positive attitude, Excellent effort,

Respect, Focused Learning, Ownership of behavior, Responsibility, and Motivation (PERFORM).

Students who exhibit these behaviors are positively recognized through a variety of means. Western Middle School also has implemented school-wide PBIS (Positive Behavior and Intervention Supports), which promotes positive student behavior, while in turn improving student achievement. The PBIS leadership team is comprised of teachers and administrators who develop strategies to promote positive behavior, which, in turn, should lead to improved student achievement. Behavioral lesson plans have been developed to teach school wide expectations. Behavioral lesson plans have been developed to teach school wide expectations. Behavior data is analyzed regularly to address problem areas within the building. The PBIS team has identified several areas within the building as positive action centers for students to address behaviors that may impede learning. Western Middle has also implemented a Student Response Team (SRT) to assist teachers in removing barriers to student learning and increasing instructional time for all students. According to the Comprehensive School survey, 45% of students indicate that verbal bullying is not a problem. The survey also indicates that 81% of our students feel that when safety concerns are reported to the adults in the school, they are handled very quickly. At the beginning of the turnaround process, fifty-five percent (55%) of our students felt that verbal bullying was a problem.

Describe how the school program has been extended to offer full-day kindergarten or pre-kindergarten.

N/A

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

In addition to funds provided by the Title I, the district uses Section 7 funding to specifically provide schools funding based on student need. The following description is from the JCBOE: School Allocation Standards FY 2015-16

On December 15th, the Board approved a Comprehensive District improvement plan that included an imminent change in how Section 7 was to be distributed to schools. Therefore, beginning in FY 2015 – 16, Section 7, item C of the regulation allows the remainder of the funds available to councils to be distributed in a very intentional manner, where such funds are available for distribution. Specifically, Section 7, item C states that additional amounts may be distributed “For specific instructional purposes based on Student needs identified by the Board from disaggregated student achievement data. Money provided under this paragraph shall be used by the council to address only the identified needs.” For FY 2015-16, the board will consider the specific proposal congruent to Section 7 item in April 2015.

In addition to the Section 7 funding, for the 2016-2017 school year, the JCPS BOE set aside \$5,000,000 for Extended Learning Time (also known as ATTAIN) as well as \$2,500,000 for transportation. These funds were set aside for priority schools and other schools that demonstrated student need. Each school submitted a detailed plan to access these funds.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses should be reflected in the school budget.

Western Middle School has been involved in many endeavors. Below is an outline of how each of these endeavors have helped to facilitate the work in our turnaround initiative. First, Western middle school at the request of district leadership has been in partnership with SREB (Southern Regional Educational Board) to focus specifically on Literacy and Mathematics. With LDC, teachers are encouraged to build and use meaningful assignments that are aligned to the college and career readiness standards. Western Middle math teachers received training under a framework in which they adapt assignments in ways that will engage students to understand the how and why with mathematics. Western middle teachers are encouraged to create lessons and activities that encourage creative thinking and problem solving. For the past two years, teachers have attended bi-monthly professional development offerings with real time coaching and feedback in between visits. We will continue this work as teachers have the capacity to do so based on the support and training they have received. PBIS – positive behavior intervention support. Western middle school has been recognized as a school that has implemented PBIS with fidelity. Both behavior and attendance data indicate an increase in positive behavior from students as well as an increase in our average daily attendance count. This indicates that students want to be here and while they are here they are in an environment that is safe and free from distractions.

Assessment literacy training – teachers have been trained in the creation and administration of assessments that include the following characteristics; a clear purpose, specific learning targets and high quality. The teachers are also aware of the need to communicate the results from their assessments in a timely and efficient manner. The final piece is ensuring that teachers use these assessments to directly inform their instruction. Western Middle school has been involved with Solution Tree since the beginning of this intervention model, there is a need to revisit some of the practices that were originally established. There are teachers new to the staff who have not yet had the opportunity to be fully immersed in the training that can be offered. For these upcoming years, Western middle will form another partnership with Solution Tree to have on-site coaching and feedback sessions that will be available for all teachers. The expected impact of this work will serve to reduce the number of students scoring in the Novice range in Literacy and Math as well as to reduce the achievement gap that exists between all student groups. The plan for this work would include, but not be limited to data collections, protocols, coaching, global PD, work with the leadership team and attendance at Solution Tree Summit and/or other professional development opportunities. Western Middle has also implemented the use of GoMath which is a support program for the common core state standards. This program incorporates the five major research strands which underpin mathematic success: writing to learn, vocabulary, scaffolding, metacognition, and the use of graphic organizers. Western

Middle was able to purchase two classroom sets of this material for students and staff last year. Since piloting, we have experienced growth in our 6th and 7th grade math classrooms. In literacy, Western Middle has used the Scholastic Reading Inventory (SRA) to assist students in the area of reading. By changing the master schedule to provide students with additional intervention time, the SRA program has been used to help students develop comprehension skills, vocabulary, fluency and word analysis. Students are engaged in reading through being exposed to a wide array of fiction and nonfiction selections based on their pre-determined reading level. In using this program, we have seen tremendous growth in the reading skills of our students. One other initiative our school uses is Study Island. This program is a standards based program that provides students the opportunities to self-pace the learning of content as well as provide teachers with data for the purpose of intervening for standards mastery. With this, the master schedule was changed to ensure that students have the opportunity to use their time during the school day to work on the identified standards students need to recover. There is also a tool embedded for teachers to provide intervention or remediation to students either whole class or on an individual basis.

Actions

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job- embedded professional development.

The district will work collaboratively with the district assistant superintendent and the state support person to monitor changes in the instructional practice through job-embedded professional development. The assistant superintendent will be working closely with the school leadership team to monitor the instructional practice as well. Analyzing data (i.e. behavioral, CASCADE, walk-throughs, etc.) and determining next steps is a key component to the turnaround work. The state consulting staff will also be active partners in this work.

The principal will collect data from PLC meetings (i.e. Agendas, data analysis sheets, etc.) to share with their instructional leadership and administrative teams to determine effectiveness of teams and next steps that are necessary to move the work forward and improve student achievement. The analysis of this information will help determine how to support the teams. Because of these analyses, the Goal Clarity Coach or an administrator may need to provide a resource or provide support that is more active for the PLC. The assistant superintendent will also coach the principal based on these artifacts to help determine next steps. Western Middle School will use a 30-60-90 plans and quarterly reports to document their short-term plans and identify the next steps. All Priority Schools complete the KDE Quarterly Report. This tool is used for school self-monitoring, district monitoring, and state monitoring. The quarterly report provides clear data on formative assessments, summative assessments, academic interventions, behavioral interventions and non-cognitive data. Additionally, each section of the Quarterly Report has a reflection section that is completed by the school's principal, state consulting staff, and instructional leaders. The reflection sections can contain information on which instructional practices are achieving the desired results, and which are not. In combination with the Quarterly Report, the priority schools complete a 30-60-

90 day plan or other similar planning tool, which details instructional strategies the schools are using to improve academic achievement. These 30-60-90 day plans support the school's Comprehensive School Improvement Plan (CSIP) and the district's Comprehensive District Improvement Plan (CDIP).

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

Using the Danielson Framework to measure the effectiveness of staff, teachers are coached in ways to help the school reach its improvement goals. Based on the information obtained from the use of this framework, teachers are placed in appropriate grade and/or team assignments to maximize student success. Informally, walkthrough data is also used to determine strengths and areas of growth of school personnel and placement decisions are made. Teachers are also able to provide input as to the areas where they feel they will be of benefit. Western Middle uses Title 1 funds to decrease class sizes in the areas of reading and math. Additional funds have also been obtained to assist those students who need an alternate area to work in some cases. Western Middle uses funds from the district (section 7) for personnel who work directly with those students who may benefit from a smaller class setting and can do assignments in a smaller group setting or can benefit from additional time to do the assignments. Students also receive social skill training in this setting.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

Title 1, Part A funds and general funds will be used to support the school's improvement goals through re-allocation of resources or providing resources, whether to support students, staff and parents. Safe Schools funding and general fund dollars will continue to provide support in the areas of social-emotional development. After SIG funding expires, the school will work to reallocate resources (i.e. Title I and general fund) based on the needs identified by math and literacy scores and in such a manner as to sustain the most successful strategies of the SIG intervention model. We will explore possible grant opportunities to continue our improvement efforts.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s') intervention model for the duration of the grant.

Western Middle has and will continue to expand the opportunities available to engage parents and families in school activities such as academic nights, student work displays, student performances and open houses. The YSC will also plan activities to directly involve parents and community members. Additionally, funding from this grant will be used to provide training for parents on being authentically engaged in the school.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this intervention model. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

The JCPS Board policies ensure that there are no barriers to prevent full implementation of the intervention model. Some of the policies are strongly aligned with the model. For instance, Policy 8.111 Professional Learning Communities states that the district will support appropriate infrastructure and systems to support the PLC process of teachers working collaboratively to ensure academic achievement for each student. The district also provides sample SBDM policies to schools for use in developing school specific SBDM policies. A process is in place to ensure that all sample policies are aligned with JCBOE policies, applicable laws and administrative procedures.

Procedures to screen model/sample policies include the following steps:

- SBDM specialist will determine the applicable laws, JCBOE policies and administrative procedures that relate to the sample policy to be developed.
- SBDM specialist will contact the appropriate content specialist (for example, Assistant Superintendent for Diversity, Equity and Poverty Programs will be asked to review the sample Equity and Diversity policy) for assistance in drafting the SBDM sample policy.
- Once drafted, a copy of the sample policy will be forwarded to all cabinet members for final review and approval. SBDM specialist and content specialist will be available to meet with cabinet if necessary.
- Once approved, the policy and information about applicable laws, JCBOE policies and administrative procedures will be emailed to all SBDM principals.
- Additionally, the new sample policy will be highlighted in SBDM Connections and posted on the SBDM website.
- Procedures to screen actual school policies include the following steps:
- SBDM specialist develops rubrics for each sample policy based on applicable laws, JCBOE policies and administrative procedures to ensure clarity and quality as well as legal compliance.
- All-council-approved SBDM policies are forwarded to the SBDM specialist for review against the rubric. The SBDM specialist provides feedback to the council, if necessary.
- Implementation of this review process begins once SBDM sample policies are forwarded to the SBDM principals.
- Implementation of this review process begins once SBDM sample policies are forwarded to the SBDM principals.

Given that the council at Western Middle School was placed in advisory capacity based on the findings from the original school leadership assessment all advisory council actions are merely recommendations to the superintendent or designee. The district

SBDM Specialist completed a review of the school's advisory SBDM council record keeping on April 27, 2015 and provided feedback to the Advisory Council. Any school level policies are reviewed by the advisory council and approved by the principal and the Achievement Area Assistant Superintendent.

Identify the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

Several district staff from the district professional development office along with support from the Assistant Superintendent for area four office will regularly work with staff at Western, conducting learning walks, administering surveys and focus groups, gathering and giving feedback on other data, etc. to monitor progress toward goals.

The district has supported priority schools by providing focused professional development aligned with the identified school needs. The PD is focused on effective classroom instruction, which includes professional learning communities, closing the opportunity gap and differentiating instruction. Some examples include:

- Cultural Competency: schools participated in Cultural Competency Institute and follow up sessions provided by Roger Cleveland
- Solution Tree/PLC Training for Principals and Goal Clarity Coaches
- RTI Academy-provided by Solution Tree
- David Liben – common Core Literacy Training and Support
- SREB provides support and guidance to faculty
- LDC works to provide training to strengthen literacy in all content areas
- MDC works to increase rigor and instructional strategies in math
- NISL – National Institute of School Leadership – the principal and assistant principals are currently or have been a participant in this training.

The assistant superintendent offers professional development for all the assistant principals who serve in priority schools. This PD is tailored to the needs of priority school assistant principals and is designed to move the work of the school forward. APs are offered the opportunity to share ideas, strategies and resources.

Additionally, there have been opportunities provided at the state level. The Kentucky Leadership Academy (KLA) has provided training around the TPGES model. The State support resource team is assigned to the school and provides support as needed. This team has been supportive in helping individual teachers and teams to grow their pedagogical skill sets to improve student achievement. The ER staff works hand-in-hand with the goal clarity coach and math and literacy coaches to support teachers. The district has also provided support around the PGES implementation. The priority schools are all participating in the PGES and have fully implemented this system, although additional training is needed. The Evaluation Transition Coordinators have provided group training sessions and individual support to principals and teams to

implement the system. As the schools learn the system, more and more common language is being used and more conversations are held that focus directly on improving the teaching in classrooms. There is also support for schools from the Computer Education Support department for technical help.

JCPS has granted the school principal autonomy to adjust the school's master schedule, provide specific professional development aligned to the school's improvement goals, and flexibility to align budgets to the school's improvement goals. JCPS has also allowed the CSIP to take precedence as the school's governing document granting the school the authority to avoid possible conflicts with the teachers' union in the best interest of meeting the school's improvement goals. School leadership also has the autonomy to determine teacher and administrative roles and responsibilities in response to the CSIP.

As a result of district support, Western Middle School has implemented a master schedule that embeds a PLC/Professional development period for teachers to collaborate and adjust instructional practices to meet student learning needs based on student learning data collected from multiple assessments. Teachers are required to attend professional development activities and conduct PLCs during this planning time. Resource teachers as well as the school's KDE Educational Recovery team will actively coach teachers to effectively implement the PLC process and provide specific professional development aligned with the school's improvement goals. The school in collaboration with the district will contract with an independent consulting agency, Solution Tree, to effectively support the development of PLCs. Additionally, the school will allocate funds from the SIG budget to hold extended PLC data days that allow teachers to develop the capacity of their PLC and construct an Rtl plan addressing individual student learning needs. The school will also provide support to teachers through consultants for GoMath and Reading Street to ensure programs are taught with fidelity. The administrative team and resource teachers will alter their daily schedules as well to ensure regular attendance and monitoring of teacher PLCs and the consistent collection of data related to instructional practices as a means to regularly provide teachers with individualized feedback and professional development.

Identify supports, outside the district, (e.g., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

- JCPS is a member district to the KY Department of Education Special Education Cooperative system. District training is guided by a KDE designed Logic Model Evaluation System whereby the district discerns needs and then designs district and individual school training based on KY Delivery Models (e.g. College and Career Readiness, Closing the Achievement Gap). Training modules are designed by KDE and then replicated at the district level. Training replicated in JCPS include: Individual Education Program Guidance Document, Evidence

Based Practices for Autism, Middle School Math Cohorts, and Evidence Based Practices in Literacy. These supports help teachers better serve special education students.

- The district worked closely with the Kentucky Department of Education to address disparities around suspensions for African-American students and special education students. To address the disparities, JCPS has organized training with Positive Behavior Intervention Systems (PBIS). A PBIS program evaluation system fully implemented. JCPS helps schools look at their own data and make careful decisions for their own particular building to create a positive learning culture so that students can have a safe learning environment.
- KDE has provided support personnel to assist with the achievement of the school's improvement goals. The ER team actively supports the development of a sustainable continuous school improvement model by building the capacity of school leaders and staff to effectively serve student-learning needs. The frequent evaluation of the school's CSIP, instructional data and student learning data will serve to guide the most effective use of the ER team's role in supporting the achievement of the school's improvement goals.

Western Middle school would like to use this school improvement grant to help fund external supports to assist in school improvement efforts. The school would benefit from outside consultants to coach and assist teachers in systems for increased student achievement that include but are not limited to the following:

- Develop data collection systems that will include indicators of both student performance and changes in teacher practice
- Protocols in data analysis and follow-up planning
- Coaching of teachers to learn to successfully implement an aligned system of curriculum, instruction and assessment practices with high leverage strategies to increase student achievement
- Aligning curriculum with standards
- Creating formative assessment strategies to address student learning needs
- Implementing intervention systems to support struggling students and teachers
- Promoting shared leadership across the school faculty
- Strengthening staff professional development
- The effectiveness of this support will be evaluated through our student performance on formative and summative assessments as well as KPREP.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

We continue to focus restructuring efforts on building capacity within people, primarily the ones responsible for delivering instruction. Each year, we expect teachers and administrators to become more knowledgeable and skilled at what they do. Teachers will be able to deliver high level instruction that does not depend on a program that might no longer be available. We plan to maintain the services of district support

(resource teachers and other district-funded support systems) we had in place prior to the SIG funds becoming available. We will also continue to allocate Title I, Part A, funds, to provide professional development, curricular, and parent involvement support. Safe Schools funding and general fund dollars will continue to provide support in the areas of social-emotional development. After SIG funding expires, the school will work to reallocate resources (i.e., Title I and General Fund) based on the needs identified by math and literacy scores and in such a manner as to sustain the most successful strategies of the SIG intervention model. We will explore possible grant opportunities to continue our improvement efforts.

The school will direct its flexible spending funds toward the support of on-going professional development aligned to the PLC, PBIS and RtI initiatives. School leaders will ensure teacher professional growth plans align with the school's improvement goals. The school's master schedule will also reflect the goal of sustaining the PLC process and on-going teacher professional development by maintaining embedded time in the daily instructional schedule for PLC and PD activities. School administrators will continue to evaluate the effectiveness of PLCs and PBIS through frequent participation in teacher PLCs, frequent classroom observations, and the monitoring of student learning and behavioral data. The school's Title I funds will also be directed toward the continuous development of the improvement initiatives necessary to meet the school's improvement goals.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.

The achievement area assistant superintendent's office will work regularly with the identified schools to ensure that a sustainable plan is being created that will positively affect student achievement. As the assistant superintendents, ER staff and school leadership teams work together, it will be incumbent upon them to work and re-work plans as new data is examined. Working as a team enhances the work and will ensure that there are multiple voices heard and many people are a part of improving the policies, procedures and systems. The work will be captured in the Quarterly Reports as well as 30-60-90 or other similar planning documents.

Because these documents are federal requirements, there will be a record of the work. The district staff and the ER staff will work together to monitor the plans and ensure that school teams are working together to provide effective strategies to improve student achievement.

The Western Middle School leadership team will continue the process of reviewing the CSIP in 30-day intervals to ensure adequate progress is being made toward school improvement goals. Furthermore, school leaders and staff will use student learning and behavioral data during PLCs on a weekly basis to adjust the school's KDE required

quarterly report, CASCADE, and the district’s dashboard system to ensure that continuous school improvement is occurring. In addition, the school will continue embedded professional development specifically designed to ensure faculty build the capacity to carry out the school’s improvement goals, especially goals pertaining to effective PLCs and PBIS.

When the level of funding from SIG funds cannot be maintained, the systems for curriculum alignment, mastery learning, formative and summative assessments, multiple interventions, and data analysis should become the new norm and build a lasting culture of high expectations for students and collaborative professional learning for staff.

The SIG will allow the school to build sustainability that will set a foundation for the school to continue in its turnaround efforts. The district has provided a Goal Clarity Coach, math and literacy resource teachers and a special education resource teacher to support school improvement efforts. Funds for these positions have come from various sources including general fund, Title I, etc.

The school will provide embedded professional development to build teachers’ capacity to provide effective instruction, develop quality formative assessments, and use the results of assessments to adjust instruction to meet needs of all students. Once the SIG funds are no longer available, in-house staff, as well as the Goal Clarity Coach can provide the PD.

By strategically using the master schedule, Western MS will provide interventions and common planning periods. This supports PLCs that will in turn support continued school change to improve student achievement.

Timeline

Please Note: You may only type in the gray areas.

Develop a timeline that describes the steps necessary to implement the intervention model through the grant’s duration. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Activity	Date	Strategies used
Data collection systems that will include indicators of both student performance and changes in teacher practice	By August 31, 2017	PLC Instructional Leadership Team

Activity	Date	Strategies used
Protocols in data analysis and follow-up planning	By August 31, 2017	PLC Instructional Leadership Team
Coaching to successfully implement an aligned system of curriculum, instruction, and assessment practices with high leverage strategies to increase student achievement.	2017-18 school year	GoMath Professional Development – 8 sessions Solution Tree Consultants – 28 days
Reading and math interventions for students not at proficient.	2017-18 school year	GoMath and Reading Street Chromebook – technology based interventions
Data collection systems that will include indicators of both student performance and changes in teacher practice	ongoing	PLC Instructional Leadership Team
Using established protocols in data analysis and follow-up planning	ongoing	GoMath Professional Development – 8 sessions Solution Tree Consultants – 28 days
Coaching to successfully implement an aligned system of curriculum, instruction, and assessment practices with high leverage strategies to increase student achievement.	2018-19 school year	GoMath Professional Development – 4 sessions Solution Tree Consultants – 24 days 5 staff attend 2 day Solution Tree Institute
Reading and math interventions for students not at proficient.	2019-20 school year	GoMath and Reading Street Chromebook – technology based interventions
Data collection systems that will include indicators of both student performance and changes in teacher practice	ongoing	PLC Instructional Leadership Team

Activity	Date	Strategies used
Using established protocols in data analysis and follow-up planning	ongoing	PLC Instructional Leadership Team
Coaching to successfully implement an aligned system of curriculum, instruction, and assessment practices with high leverage strategies to increase student achievement.	2019-20 school year	GoMath Professional Development – 4 sessions Solution Tree Consultants – 24 days 5 staff attend 2 day Solution Tree Institute
Reading and math interventions for students not at proficient.	2019-20 school year	GoMath and Reading Street Chromebook – technology based interventions

Annual Goals –

Please Note: You may only type in the gray areas.

Develop annual S.M.A.R.T. goals (Goals must be Specific, Measureable, Attainable, Realistic, and Time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

By May, 2018, 6th grade math will increase proficient and distinguished scores from 48% to 60% based on the end of the year state assessment.

By May, 2019, 6th grade math will increase proficient and distinguished scores from 60 – 75% based on the end of the year state assessment.

By May, 2020, 6th grade math will increase proficient and distinguished scores from 75% to 90% based on the end of year state assessment.

By May, 2018, 7th grade math will increase proficient and distinguished scores from 34% to 45% based on the end of year state assessment.

By May, 2019, 7th grade math will increase proficient and distinguished scores from 45% to 60% based on the end of year state assessment.

By May, 2020, 7th grade math will increase proficient and distinguished scores from 60% to 75% based on the end of year state assessment.

By May, 2018, 8th grade math will increase proficient and distinguished scores from 44% to 60% based on the end of year state assessment.

By May, 2019, 8th grade math will increase proficient and distinguished scores from 60% to 75% based on the end of year state assessment.

By May, 2020, 8th grade math will increase proficient and distinguished scores from 75% to 90% based on the end of year state assessment.

By May, 2018, 6th grade reading will increase proficient and distinguished scores from 54% to 70% based on the end of year state assessment.

By May, 2019, 6th grade reading will increase proficient and distinguished scores from 70% to 85% based on the end of year state assessment.

By May, 2020, 6th grade reading will increase proficient and distinguished scores from 85% to 100% based on the end of year state assessment.

By May, 2018, 7th grade reading will increase proficient and distinguished scores from 51% to 65% based on the end of year state assessment.

By May, 2019, 7th grade reading will increase proficient and distinguished scores from 65% to 80% based on the end of year state assessment.

By May, 2020, 7th grade reading will increase proficient and distinguished scores from 80% to 95% based on the end of year state assessment.

By May, 2018, 8th grade reading will increase proficient and distinguished scores from 48% to 65% based on the end of year state assessment.

By May, 2019, 8th grade reading will increase proficient and distinguished scores from

65% to 80% based on the end of year state assessment.

By May, 2020, 8th grade reading will increase proficient and distinguished scores from 80% to 95% based on the end of year state assessment.

Develop quarterly S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

By October, 2017, 6th grade math will increase proficient and distinguished scores from 48%- 51% based on the first district proficiency assessment.

By January, 2018, 6th grade math will increase proficient and distinguished scores from 51%- 54% based on the second district proficiency assessment.

By March, 2018, 6th grade math will increase proficient and distinguished scores from 54% to 57% based on third district proficiency assessment

By May 2018, 6th grade math will increase proficient and distinguished scores from 57% 70 60% based on the end of year state assessment.

By October, 2018, 6th grade math will increase proficient and distinguished scores from 60% to 64% based on first district proficiency assessment.

By January, 2019, 6th grade math will increase proficient and distinguished scores from 64%- 68% based on the second district proficiency assessment.

By March, 2019, 6th grade math will increase proficient and distinguished scores from 68% to 72% based on third district proficiency assessment.

By May, 2019, 6th grade math will increase proficient and distinguished scores from 72% to 75% based on end of year state assessment.

By October, 2019, 6th grade math will increase proficient and distinguished scores from 75%- 79% based on the first district proficiency assessment.

By January, 2020, 6th grade math will increase proficient and distinguished scores from 79%-81% based on the second district proficiency assessment.

By March, 2020, 6th grade math will increase proficient and distinguished scores from 81% to 85% based on third district proficiency assessment.

By May, 2020, 6th grade math will increase proficient and distinguished scores from 85% to 90% based on the end of year state assessment.

By October, 2017, 7th grade math will increase proficient and distinguished scores from 34%- 37% based on the first district proficiency assessment.

By January, 2019, 7th grade math will increase proficient and distinguished scores from 49%-53% based on the second district proficiency assessment.

By March, 2019, 7th grade math will increase proficient and distinguished scores from 53% to 56% based on third district proficiency assessment.

By May, 2019, 7th grade math will increase proficient and distinguished scores from 56% to 60% based on the end of year state assessment.

By October, 2019, 7th grade math will increase proficient and distinguished scores from 60%-65% based on the first district proficiency assessment.

By January, 2020, 7th grade math will increase proficient and distinguished scores from 65%-69% based on the second district proficiency assessment.

By March, 2020, 7th grade math will increase proficient and distinguished scores from 69% to 72% based on third district proficiency assessment.

By May, 2020, 7th grade math will increase proficient and distinguished scores from 72% to 75% based on the end of year state assessment.

By October, 2017, 8th grade math will increase proficient and distinguished scores from 44%-48% based on the first district proficiency assessment.

By January, 2018, 8th grade math will increase proficient and distinguished scores from 48%-52% based on the second district proficiency assessment.

By March, 2018, 8th grade math will increase proficient and distinguished scores from 52% to 56% based on third district proficiency assessment.

By May, 2018, 8th grade math will increase proficient and distinguished scores from 56% to 60% based on the end of year state assessment.

By October, 2018, 8th grade math will increase proficient and distinguished scores from 60%-65% based on the first district proficiency assessment.

By January, 2019, 8th grade math will increase proficient and distinguished scores from 65%-69% based on the second district proficiency assessment.

By March, 2019, 8th grade math will increase proficient and distinguished scores from 69% to 73% based on third district proficiency assessment.

By May, 2019, 8th grade math will increase proficient and distinguished scores from 73% to 75% based on the end of year state assessment.

By October, 2019, 8th grade math will increase proficient and distinguished scores from 60%-65% based on the first district proficiency assessment.

By January, 2020, 8th grade math will increase proficient and distinguished scores from 65%-69% based on the second district proficiency assessment.

By March, 2020, 8th grade math will increase proficient and distinguished scores from 69% to 72% based on third district proficiency assessment.

By May, 2020, 8th grade math will increase proficient and distinguished scores from 72% to 75% based on the end of year state assessment.

By October, 2017, 6th grade reading will increase proficient and distinguished scores from 54% - 58% based on the first district proficiency assessment.

By January, 2018, 6th grade reading will increase proficient and distinguished scores from 58% - 62% based on the second district proficiency assessment.

By March, 2018, 6th grade reading will increase proficient and distinguished scores from 62% to 66% based on third district proficiency assessment.

By May, 2018, 6th grade reading will increase proficient and distinguished scores from 66% to 70% based on the end of year state assessment.

By October, 2018, 6th grade reading will increase proficient and distinguished scores from 70%-75% based on the first district proficiency assessment.

By January, 2019, 6th grade reading will increase proficient and distinguished scores

from 75% - 79% based on the second district proficiency assessments.

By March, 2019, 6th grade reading will increase proficient and distinguished scores from 79% to 82% based on the third district proficiency assessment.

By May, 2019, 6th grade reading will increase proficient and distinguished scores from 82% to 85% based on the end of year state assessment.

By October, 2019, 6th grade reading will increase proficient and distinguished scores from 85% - 89% based on the first district proficiency assessment.

By January, 2020, 6th grade reading will increase proficient and distinguished scores from 89% - 93% based on the second district proficiency assessment.

By March, 2020, 6th grade reading will increase proficient and distinguished scores from 93% to 97% based on third district proficiency assessment.

By May, 2020, 6th grade reading will increase proficient and distinguished scores from 97% to 100% based on the end of year state assessment.

By October, 2017, 7th grade reading will increase proficient and distinguished scores from 51% - 55% based on the first district proficiency assessment.

By January, 2018, 7th grade reading will increase proficient and distinguished scores from 55% - 59% based on the second district proficiency assessment.

By March, 2018, 7th grade reading will increase proficient and distinguished scores from 59% to 62% based on third district proficiency assessment.

By May, 2018, 7th grade reading will increase proficient and distinguished scores from 62% to 65% based on the end of year state assessment.

By October, 2018, 7th grade reading will increase proficient and distinguished scores from 65% - 70% based on the first district proficiency assessment.

By January, 2019, 7th grade reading will increase proficient and distinguished scores from 70% - 74% based on the second district proficiency assessment.

By March, 2019, 7th grade reading will increase proficient and distinguished scores from 74% to 77% based on third district proficiency assessment.

By May, 2019, 7th grade reading will increase proficient and distinguished scores from 77% to 80% based on the end of year state assessment.

By October, 2019, 7th grade reading will increase proficient and distinguished scores from 80% - 85% based on the first district proficiency assessment.

By January, 2020, 7th grade reading will increase proficient and distinguished scores from 85% - 89% based on the second district proficiency assessment.

By March, 2020, 7th grade reading will increase proficient and distinguished scores from 89% to 91% based on third district proficiency assessment.

By May, 2020, 7th grade reading will increase proficient and distinguished scores from 91% to 95% based on the end of year state assessment.

By October, 2017, 8th grade reading will increase proficient and distinguished scores from 48% - 53% based on the first district proficiency assessment.

By January, 2018, 8th grade reading will increase proficient and distinguished scores from 53% - 57% based on the second district proficiency assessment.

By March, 2018, 8th grade reading will increase proficient and distinguished scores from 57% to 62% based on third district proficiency assessment.

By May, 2018, 8th grade reading will increase proficient and distinguished scores from 62% to 65% based on the end of year state assessment.

By October, 2018, 8th grade reading will increase proficient and distinguished scores from 65% - 70% based on the first district proficiency assessment

By January, 2019, 8th grade reading will increase proficient and distinguished scores from 70% - 74% based on the second district proficiency assessment

By March, 2019, 8th grade reading will increase proficient and distinguished scores from 74% to 77% based on third district proficiency assessment.

By May, 2019, 8th grade reading will increase proficient and distinguished scores from 77% to 80% based on the end of year state assessment.

By October, 2019, 8th grade reading will increase proficient and distinguished scores from 80% - 85% based on the first district proficiency assessment.

By January, 2020, 8th grade reading will increase proficient and distinguished scores from 85% - 89% based on the second district proficiency assessment.

By March, 2020, 8th grade reading will increase proficient and distinguished scores from 89% to 91% based on third district proficiency assessment.

By May, 2020, 8th grade reading will increase proficient and distinguished scores from 91% to 95% based on the end of year state assessment.

Western MS will continue to follow district assessment guidelines to complete district proficiency assessments. These are offered every quarter, with the exception of the last quarter, in which the state assessment is administered.

PLC's will provide the time for assessment selection, data review, and planning for intervention on a regular time frame in reading and math.

Teachers will also create and administer common formative assessments throughout the year. These assessments will measure the effectiveness of lessons in a timely manner to allow teachers to re-teach in order to move more students to mastery.

Formative assessments tied to the standards will provide the opportunity to re-assess areas that were not at the proficient level on district assessments.

After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

At the end of each quarter the school will analyze data to determine next steps. The district will review the data analysis and consult with the leadership about plans for improvement. The analysis will be informed by the current teacher performance standards and the Interstate Leaders Licensure Consortium (ISLLC) standards and the PGES systems. Depending on the results of the analysis at the individual school, the district will make plans to take proactive steps toward improvement.

Consultation

Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research-based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.

A team of district, state and school-based staff developed the intervention model described in the School Improvement Grant for Western Middle School. This team considered suggestions from the JCPS Chief Academic Officer with input from the Evaluation and Transition Coordinator for JCPS Academic Achievement Area, staff at the JCPS data management, Planning and Program Evaluation office, Western Middle's Educational Recovery Staff, and school-based resource staff and administrators. The plan was reviewed several times by team members for content and budget checks. The plan was presented to and approved by the Jefferson County Board of Education on June 22, 2015.

The comprehensive reform initiative outlined in the School Improvement Grant will be monitored on a quarterly basis each year through the Quarterly Report, which is submitted to the Kentucky Department of Education. Student progress will be measured using the district diagnostic and proficiency assessments for each content area and the Scholastic Reading Inventory. Progress will be monitored by the Instructional Leadership Team.

Adjustments will be made to the intervention strategies through the quarterly reporting data analysis and reflection process. Quarterly Report results will be shared with the Area Assistant Superintendent for Academic Achievement, and the larger school community

School Budget Narrative

Please Note: You may only type in the gray areas. The budget must include a minimum amount of \$50,000 per school per year and may not exceed \$2 million per school per year.

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

Changes include reducing the number of days for Solution Tree, Go

Solution Tree: Funding is requested for coaching from Solution Tree to increase the instructional capacity of our young teaching staff and maximize the utilization of this funding.

Year 1 - would work with the principal and leadership team to undergo a needs assessment that will result in the development of an action plan. The action plan will guide the work for all school improvement services and will be the focus of the embedded coaching. Content- specific professional development will be provided targeting mathematics and literacy.

Coaches will work closely with the principal and leadership team to lead teachers in the following:

- Data collection systems that will include indicators of both student performance and changes in teacher practice
- Protocols in data analysis and follow-up planning
- Coaching to explore how to successfully implement an aligned system of curriculum, instruction, and assessment practices with high leverage strategies to increase student achievement.

Year 2

- Continued embedded coaching
- Content specific and needs-specific professional development
- Global PD
- Solution Tree Summit, Institutes and 2-day workshop Year 3
- Continued embedded coaching
- Continued content specific and needs specific professional development

Funding for Go Math resources: GoMath is incorporates five major research strands, which underpin mathematic success: writing to learn, vocabulary, scaffolding, metacognition and graphic organizers. The funding from this grant will not only allow us to have a student edition per child, but also provide much-needed teacher training for implementation of the program. Funds are also requested for follow-up in-class coaching, once per month the first year, reducing the visits to once a quarter for year two and three to build capacity within our mathematics staff.

Funding for Reading Street, a K-6th grade-reading program designed to meet the needs of our students requiring reading intervention will be purchased with allocated funds. Reading Street provides ethnically diverse text, which teach Common Core standards with increased text complexity, rigor, opportunities to practice writing in the three genres, and imbedded performance assessments. Many of our students come into middle school reading at a below basic level. All students have access to the core curriculum for the content areas, but these students need additional intensive instruction in reading. At the current time, we have no program that meets the needs of this population.

Teacher training for Reading Street: Funding is requested to provide intervention teachers with professional development and coaching to utilize the Reading Street program, so the program may be implemented with fidelity.

Chrome books: Funding is requested to purchase Chrome Books for student use. Chromebooks allow teachers to maximize instructional time as students can access documents without delay. Chromebooks will be available to all content areas. Teachers will be able to make differentiation more efficient as they will be able to pinpoint specific gaps in knowledge and skills. Chromebooks will be utilized in intervention classes maximizing the time spent on instruction with the immediate uploading of materials. Most textbooks and literature are available electronically, and Chromebooks allow students to have immediate access to these resources. 60 Chromebooks @ \$300 each = \$18,000

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Resource Teachers in Literacy and Mathematics – the district has provided funding for these two position to work with teachers to provide feedback, training to meet district and state goals, compile and analyze data from assessments, offering assisting in the area of effective instructional and classroom management techniques, along with coaching, modeling, feedback and work with individual students.

ECE Consulting Teacher - as a priority school, Western Middle was provided an ECE consulting teacher whose primary function is to ensure that academic needs for ECE students are met in the classroom, that paperwork is in order and as a resource to teachers to provide high quality instruction to students in the achievement gap.

Professional development funds have been used to provide teachers with content alike planning days to align curriculum, create assessments, analyze data and plan for next steps in instruction. Title 1 funds have been used to lower class sizes particularly in Math and Literacy so that the needs of individual students may be met in a more intentional manner.

Year 1 School Budget

Please Note: You may only type in the gray areas.

District: Jefferson County Public Schools

School: Western Middle School

MUNIS Code	Description of Activity	Amount Requested
		\$11,800
0322	GoMath Professional Development - \$2,950 per session – 4 sessions	\$58,500
0322	Solution Tree Consultants - \$6,500 per day - 9 days	\$2,618
0322	Reading Street Consultant	\$4,752
0643	GoMatch Books – 30 each grade, 6-8 @52.80 each	\$2,581
0643	Reading street Package, Level K	\$510
0643	Reading Street Common Core Teacher Package (1-4)	\$184
0643	Reading Street Weekly Test for CCR (1-4) Teacher's Guide (4)	\$3,279
0643	Reading Street Package Level 1 (20)	\$5,728
0643	Reading Street Student Edition-Levels 2-4-20 each level	\$174
0643	Other Reading Street Materials	\$18,000
0734	Chromebooks 60 @ \$300 each	\$11,800
Total Amount Requested		\$108,127

Year 2 School Budget

Please Note: You may only type in the gray areas.

District: Jefferson County Public Schools

School: Western Middle School

MUNIS Code	Description of Activity	Amount Requested
0322	GoMath Professional Development - \$2,950 per session – 2 sessions	\$5,900
0322	Solution Tree Consultants - \$6,500 per day – 7 days	\$45,500
0338	Solution Tree – 2 day institute - \$669 @ 4 staff (Phoenix, Ar.)	\$2,676
0581	Solution Tree – 2 day institute - \$669 @ 4 staff- Hotel \$275 per night @ 3 nights	\$3,300
0581	Solution Tree – 2 day institute - \$669 @ 4 staff – Airfare \$575 each	\$2,300
0581	Solution Tree – 2 day institute - \$669 @ 4 staff – Travel to and from airport \$100 each	\$400
0581	Solution Tree – 2 day institute - \$669 @ 4 staff- Per Diem - \$36 per day @ 3 days	\$432
Total Amount Requested		\$60,508

Year 3 School Budget

Please Note: You may only type in the gray areas.

District: Jefferson County Public Schools

School: Western Middle School

MUNIS Code	Description of Activity	Amount Requested
0322		\$2,950
0322		\$19,500
Total Amount Requested		\$22,450